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Editorial: The tenth anniversary issue

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In association with the Open University School of Law

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EDITORIAL

THE TENTH ANNIVERSARY ISSUE

This is a special issue for those of us involved with the *Journal of Commonwealth Law and Legal Education*. This is my second issue as Lead Editor, others involved in its production have been with the journal since its inaugural issue and this is their tenth anniversary with the journal. When approaching this issue, I took some time to review how we got to this point and I felt it might interest you to consider how the *Journal of Commonwealth Law and Legal Education* reached this tenth anniversary issue.

The proposal for the *Journal of commonwealth Law and Legal Education* was initially made in 2000 in Adelaide, Australia at a meeting of the Commonwealth Legal Education Association (CLEA). The proposed journal was to promote the work of CLEA and to devote itself to commonwealth law and the way that legal education is undertaken in the Commonwealth.

The inaugural issue of the *Journal of commonwealth Law and Legal Education* was published in October 2001, making this the tenth anniversary issue.

Additionally, this issue is published as the Commonwealth Legal Education Association (CLEA) celebrates its fortieth anniversary. Therefore to celebrate both these anniversaries The Open University School of Law is pleased to announce that the *Journal of Commonwealth Law and Legal Education* will be published as a free to access online journal from this issue.

The *Journal of Commonwealth Law and Legal Education* will remain the official journal of the Commonwealth Legal Education Association. Both the Commonwealth Legal Education Association and the *Journal of Commonwealth Law and Legal Education* have many values and principles in common, including disseminating information regarding legal education and promoting debate that informs and encourages principles and policies relating to the law and systems of law within the Commonwealth countries.

In recognising this partnership, the aims of the *Journal of Commonwealth Law and Legal Education* remains the same as that of its inaugural edition, ten years ago: to encourage the sharing of best practice in legal education across the member states of the Commonwealth. It also seeks to promote the sharing of scholarship, legal research, points of view, and innovation in legal education.

As a federation of many different jurisdictions, all of which share a common legal heritage, the Commonwealth represents a corpus of legal thinking that affects the daily lives of more people than are affected by any other legal system or network of legal systems. Legal educators, scholars, and practitioners, within the Commonwealth have a great deal to learn from one another. In ordinary language a 'commonwealth' is a system involving the sharing of riches or resources. The purpose of the *Journal of Commonwealth Law and Legal Education* continues to be to create a commonwealth of knowledge, analysis and reflection on any legal matters or themes that have relevance to legal practice, legal policy and legal scholarship in Commonwealth jurisdictions.

The *Journal of Commonwealth Law and Legal Education* will continue to feature informative, challenging and enlightening articles that will be as varied and diverse in terms of their subject matter as they will be in regards of the profession and location of their authors. The high standard and academic rigour of articles, case commentaries, book reviews, as well as proceedings from Commonwealth meetings, will be maintained. As will the applicability and significance of the journal's contents.

The *Journal of Commonwealth Law and Legal Education* continues to welcome a range of contributions. Short opinion or experience-based articles are as welcome as longer more detailed contributions. Pieces of an innovative, imaginative or unconventional nature are considered as potentially as valuable as traditional academic articles.

The *Journal of Commonwealth Law and Legal Education* remains committed to representing contributions from those in Commonwealth jurisdictions which have traditionally been under-represented in journals of legal practice and scholarship. Those who consider themselves as primarily teachers of law, those who are primarily researchers or scholars, and those whose main work is in legal practice or judicial responsibilities are all equally welcome. The *Journal of Commonwealth Law and Legal Education* values the richness and

stimulation of diversity. The *Journal of Commonwealth Law and Legal Education* encourages new writers and provides a peer support process that assists writers with their contributions.

All articles published in the *Journal of Commonwealth Law and Legal Education* will continue to undergo peer review and editorial screening.

The *Journal of Commonwealth Law and Legal Education* will continue to be published twice a year in April and October, edited by members of staff of the Open University School of Law in the United Kingdom.

In this anniversary issue the focus is on legal education, with articles examining the history of legal education, the experiences of legal academic and the experiences of students using an e-learning approach to their legal education, as well as the approach to legal education in Africa.

The issue starts with a brief review of the Commonwealth Legal Education Association at age forty, from Professor David McQuoid-Mason, President of the Commonwealth Legal Education Association.

This is followed by an article from Professor Slapper which provides an interesting and informative account examining the history of legal education. It is significant to note how the early law schools did not get the most promising of starts, although now law has become “the most popular undergraduate subject in the United Kingdom” according to Professor Slapper.

Continuing the examination of legal education, Professor Ian Ward’s article focuses on the experiences of legal academics who are at an early stage of their academic career.

Dr Jare Oladosu then provides an account of the philosophy of law and legal education in Africa. Using Nigeria as its focus, the article assesses how the experience of law students can be enriched through exposure to legal philosophy.

Although Breda & Langton also focus on the law student, their focus is on how students perceive e-learning and what value they place on this approach to legal education.

The articles in this issue demonstrate the commitment of the *Journal of Commonwealth Law and Legal Education* to continue to provide thought provoking informative and interesting articles on Commonwealth law and legal education. I hope you find them interesting and informative.

We are pleased to accept contributions to the *Journal of Commonwealth Law and Legal Education* at the following e-mail address: jcle@open.ac.uk

Dr Marc Cornock

Editor

October 2011